



THEIR EYES WERE WATCHING GOD

Subject: English | Current: 2009 | Grade: Grade 9-12

Day: 1 of 1

1 Purpose

----- To explore people's reactions to catastrophic natural and human-triggered disasters. This lesson would serve as an introduction or hook into further exploration of individuals' responses to disasters as reflected in Zora Neale Hurston's novel, *Their Eyes were Watching God*

2 Duration

----- 50 – 60 minutes

3 Additional Topics

----- Media coverage of a natural disaster

4 Objectives

- at the conclusion of this lesson, students will be able to
- Analyze first-person accounts of the 9/11 terrorist attacks on the World Trade Center and the Pentagon, recent wildfires in California, Hurricane Katrina (2005), and Midwest floods (2007).
 - Identify and categorize the effects of catastrophic disasters for people.

5 Standards Addressed

BIOLOGY

B.1.39

Describe how ecosystems can be reasonably stable over hundreds or thousands of years. Understand that if a disaster such as flood or fire occurs, the damaged ecosystem is likely to recover in stages that eventually result in a system similar to the original one. (Core Standard)

ENVIRONMENTAL SCIENCE

ENV.1.2

Understand and describe that if a disaster, such as flood or fire occurs, the damaged ecosystem is likely to recover in stages that eventually result in a system similar to the original one.

WORLD GEOGRAPHY

WG.5.4

Analyze the possible effect of a natural disaster on the local community and devise plans to cope with a disaster so as to minimize or mitigate its effects.

GEOGRAPHY AND HISTORY OF THE WORLD

GHW.9.1

Use maps to identify regions in the world where particular natural disasters occur frequently. Analyze how the physical and human environments in these regions have been modified over time in response to environmental threats. Give examples of how international efforts bring aid to these regions and assess the success of these efforts.



GLOBAL ECONOMICS

GE.4.2.4

Analyze the influence of events such as trade policies, politics, natural disasters, and cultural factors on the value of currency

INTERNATIONAL BUSINESS

IB.2.4.5

Assess the implications of natural disasters in international business

INFORMATION TECHNOLOGY

IT.1.2.5

Identify possible effects of natural disasters on computers

NINTH GRADE ENGLISH/LANGUAGE ARTS

9.3

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>), which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

TENTH GRADE ENGLISH/LANGUAGE ARTS

10.3

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>) illustrate the quality and complexity of the materials to be read by students. At Grade 10, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

ELEVENTH GRADE ENGLISH/LANGUAGE ARTS

11.3

READING: COMPREHENSION AND ANALYSIS OF LITERARY TEXT

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (available online at <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>), which illustrate the quality and complexity of the materials to be read by students. At Grade 11, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

TWELFTH GRADE ENGLISH/LANGUAGE ARTS

12.3

READING: COMPREHENSION AND ANALYSIS OF LITERARY TEXT

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>), which illustrate the quality and complexity of the materials to be read by students. At Grade 12, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.



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6 Vocabulary

bloated, capsized, catastrophic, conscripted, levee, torrent, vigil, vigilant

7 Materials

“Unmarked but not unmourned, 1928 Hurricane’s victims get memorial 80 years later,” (St. Petersburg Times news article (9/14/2008), Their Eyes were Watching God, first-person accounts of catastrophic disasters, Effects of Catastrophic Disasters Concept Map constructed by students

8 Additional Resources

- <http://video.google.com/videosearch?client=safari&rls=en-us&q=video+on+natural+disasters&oe=UTF-8&um=1&ie=UTF-8>
- http://www.epa.gov/naturalevents/flooding.html8&ei=hJuRSqpPGcyBtgfsk7TOBA&sa=X&oi=video_result_group&ct=titlehttp://www.hhs.gov/katrina/e&resnum=4
- <http://video.nationalgeographic.com/video/player/environment/environment-natural-disasters/tornadoes/inside-the-tornado.html>
- <http://www.cbsnews.com/stories/2009/08/13/national/main5241014.shtml>
- <http://www.cnn.com/September11>

9 Procedures

THEIR EYES WERE WATCHING GOD

A) INTRODUCTION

Prior to this lesson, assign students to complete the following: Interview a family member or friend who had experienced a catastrophic disaster (i.e., flooding, tornadoes, house fire). Students will share selected quotes from their interview at the beginning of this lesson. Here are some possible interview questions: What is your full name? Did you live through a disaster? Can you describe it in one word?

What caused it? Can you describe the scene? What were you doing at the time? What did you lose?

Did you or your relatives get hurt? What did you lose? What happened next?

B) Development

Based on the quotes, in a whole-group discussion, students will list the effects reflected in the stories into the following categories: physical, psychological, economic, political, and sociological. (10-15 minutes)



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C) Practice

In four small groups, students will peruse first-person accounts of the four catastrophic disasters (see Objective #1) and complete a student-generated Effects of Catastrophic Disasters Concept Map. Students will be provided with appropriate video clips, newspaper reports, magazine articles, pod casts, blogs. (30-45 minutes)

D) Independent Practice

E) Accommodations

- Differentiated Instruction - Students who are struggling may need to have the teacher provide them with the beginnings of the concept map
Rather than generating it completely on their own. Students who easily grasp the concepts may be asked to

Compare and contrast the various catastrophic disasters researched.
- Students have the opportunity to use specific intelligences in this lesson (verbal, interpersonal, visual, logical).

F) Checking for Understanding

Participation in whole group discussions, monitoring small group work

G) Closure

As a whole group, compare the four Catastrophic Disasters Concept Maps to identify common themes or patterns. Having explored nonfiction first-person accounts of the effects of catastrophic disasters, the teacher reads the first three paragraphs of Their Eyes were Watching God aloud as a teaser into a fictional account.

- Career in Homeland Security: Instructional Systems Specialist federalgovernmentjobs.us/CombatingTerrorism www.ctc.usma.edu/ Customs and Border Patrol www.cbp.gov/SecretService www.secretservice.gov CIA <https://www.cia.gov/> FBI www.fbi.gov/employment/employ.htm



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10 Evaluation

----- This evaluation should be completed after the lesson:

Criteria	Excellent	Good	Satisfactory	Unsatisfactory
Structure	non-linear structure that provides a very organized picture of your ideas	non-linear structure that provides a complete picture of your ideas	non-linear structure that provides a picture of your ideas	inappropriate structure
Relationships	relative importance of ideas is indicated and both simple and complex relationships are very effectively mapped	relative importance of ideas is indicated and relationships are very effectively mapped	relative importance of ideas is indicated relationships are mapped	no differentiation between ideas; no evidence of meaningful relationships
Communication	information is presented clearly and allows for a high level of understanding	information is presented clearly and allows for a good level of understanding	information is presented clearly and allows for a basic level of understanding	information is not clear, very difficult to understand

11 Teacher Reflection

----- To be completed by teacher



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12 Resources & Media

Video, newspaper articles, magazine, articles, podcasts, etc., reflecting first-person accounts of 9/11, Hurricane Katrina, California wildfires, and Midwest flooding.

“Unmarked but not unmourned, 1928 Hurricane’s victims get memorial 80 years later,” (St. Petersburg Times news article (9/14/2008),

Their Eyes were Watching God,

Effects of Catastrophic Disasters Concept Map constructed by students

- http://video.google.com/videosearch?client=safari&rls=en-us&q=video+on+natural+disasters&oe=UTF-8&um=1&ie=UTF-8&http://www.epa.gov/naturalevents/flooding.html8&ei=hJuRSpqPGcyBtgfsk7TOBA&sa=X&oi=video_result_group&ct=titlehttp://www.hhs.gov/katrina/e&resnum=4
- <http://video.nationalgeographic.com/video/player/environment/environment-natural-disasters/tornadoes/inside-the-tornado.html>
- <http://www.cbsnews.com/stories/2009/08/13/national/main5241014.shtml>